



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2300 South Gardner Drive, Chandler, AZ 85248

Chandler Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Highly Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Jeff Hensley
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
Web Address : ww2.chandler.k12.az.us/tarwater-elemen
Phone Number : (480) 883-4300
Fax Number : (480) 883-4320
E-mail : hensley.jeff@chandler.k12.az.us

Mission

Tarwater Elementary strives to provide students with the knowledge and skills necessary to be lifelong learners and responsible citizens. Tarwater students practice the TORO Targets: Respect, Responsibility, Integrity, Courage and Compassion.

School / Academic Goals

- ü Provide a balanced reading program that includes phonics, literature studies, basal readers and comprehension activities. Students will score above the district and state averages on the State of Arizona Achievement Tests.
- ü Provide language instruction based on utilization of six-trait writing process. Utilize technology for publishing. Students will test above the district and state averages on the Stanford 9.
- ü Provide a balanced math program that includes computation and problem-solving activities. Students will score above the district and state averages on the State of Arizona Achievement Tests.

Enrollment

October 1, 2005 School Year Student Enrollment : 797
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 75

Instructional Programs

- ü Technology Instruction
- ü Band/Orchestra Instruction
- ü On-site Special Education
- ü General Music Instruction
- ü Physical Education
- ü Gifted Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Tarwater is responsible to provide a challenging, motivating, and safe learning environment. The school is responsible for maintaining high academic standards for all students and teaching the principles of good citizenship and character.

Parents

Parents are responsible for ensuring that students arrive at school on time; come prepared to learn; complete homework and conduct themselves in a safe orderly manner. Parent participation in the classrooms is encouraged.

Transportation Policy

Transportation is provided for students who live one mile or more from school. Special education students are provided transportation if this is specified in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Sun Lakes Rotary Teacher of the Month	2004
ü Sun Lakes Kiwanis Club Outstanding Citizenship Award	2003
ü Chandler Education Foundation Grant Partner	2003
ü Intel Volunteer Program Partner	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2484	80010	97	97	99	469	465	447	4	5	10	13	11	18	47	53	53	35	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1199	38935	96	97	99	469	466	447	2	4	9	9	12	19	51	54	55	37	30	17
Male	56	1281	40974	98	96	98	470	465	448	5	6	11	16	11	18	45	52	52	34	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	13	767	34545	93	96	99	447	441	432	8	12	14	23	20	24	54	54	53	15	14	9
Asian/Pacific Islander	NC	149	2068	NC	99	99	NC	486	474	NC	NA	4	NC	5	10	NC	47	50	NC	48	36
American Indian/Alaskan Native	--	33	3979	--	97	96	--	452	424	--	3	17	--	18	30	--	64	47	--	15	6
White	70	1395	35142	99	97	99	477	479	465	4	2	5	7	6	11	47	52	56	41	40	28
Students with Disabilities	19	312	10161	86	89	93	434	436	419	16	15	28	26	24	28	53	47	36	5	14	8
Students without Disabilities	80	2172	69849	100	98	100	477	469	451	1	4	7	10	10	17	46	54	56	43	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	NC	727	39029	NC	94	98	NC	439	432	NC	12	14	NC	23	25	NC	52	52	NC	14	9
Non-Economically Disadvantaged	92	1757	40981	99	98	100	469	476	462	4	2	6	14	7	13	47	53	54	35	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2477	79438	97	97	98	478	467	451	2	5	9	20	17	24	55	61	56	23	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	1201	38775	96	97	99	489	475	457	NA	3	7	16	14	22	49	61	58	35	21	13
Male	56	1272	40560	98	96	97	469	460	446	4	7	12	23	19	25	59	60	54	14	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	13	763	34297	93	95	98	460	440	434	8	12	14	31	30	31	38	51	50	23	6	5
Asian/Pacific Islander	NC	150	2063	NC	99	99	NC	484	475	NC	NA	3	NC	12	15	NC	67	63	NC	21	20
American Indian/Alaskan Native	--	34	3940	--	100	95	--	457	429	--	3	14	--	21	36	--	74	47	--	3	3
White	70	1391	34887	99	97	98	483	482	471	1	2	4	14	9	15	61	66	63	23	23	18
Students with Disabilities	19	303	9588	86	86	88	424	431	416	11	18	30	53	32	32	37	45	34	NA	5	5
Students without Disabilities	80	2174	69850	100	98	100	489	472	456	NA	3	7	13	15	23	59	63	59	29	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	727	38685	NC	94	97	NC	437	435	NC	12	14	NC	32	32	NC	50	50	NC	5	5
Non-Economically Disadvantaged	92	1750	40753	99	98	99	477	480	467	2	2	5	21	11	16	55	65	62	22	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	2518	79971	99	98	99	453	444	423	4	4	8	22	27	41	69	65	49	5	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	1214	38974	98	98	99	467	457	437	2	3	5	11	20	33	77	72	57	9	6	4
Male	57	1300	40895	100	98	98	442	432	410	5	5	10	30	34	47	63	58	41	2	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	14	776	34481	100	97	99	429	424	410	7	7	10	43	36	46	50	55	43	NA	2	1
Asian/Pacific Islander	NC	150	2067	NC	99	99	NC	471	449	NC	1	4	NC	18	28	NC	71	60	NC	10	8
American Indian/Alaskan Native	--	35	3995	--	100	96	--	431	409	--	6	10	--	34	47	--	60	42	--	NA	1
White	70	1415	35150	99	99	99	459	453	437	3	2	5	20	22	35	70	70	56	7	5	5
Students with Disabilities	21	339	10258	95	96	94	400	406	377	19	12	23	43	47	51	38	40	25	NA	1	1
Students without Disabilities	80	2179	69713	100	98	100	466	450	429	NA	3	5	16	24	39	78	69	52	6	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	NC	738	38994	NC	95	98	NC	420	409	NC	8	10	NC	39	47	NC	51	41	NC	2	1
Non-Economically Disadvantaged	92	1780	40977	99	100	100	457	454	437	3	3	5	17	22	34	74	71	56	5	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2509	80147	100	98	99	531	508	482	3	5	11	6	10	17	33	45	49	58	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1186	39281	100	98	99	532	509	483	2	4	9	3	9	17	31	44	50	64	43	24
Male	78	1320	40780	100	97	98	529	506	482	4	6	12	8	10	17	35	46	48	54	38	24
African American	NC	129	4249	NC	94	99	NC	480	464	NC	9	17	NC	16	22	NC	54	48	NC	21	13
Hispanic	17	756	33494	94	98	99	530	482	466	NA	10	15	18	19	23	24	48	49	59	23	14
Asian/Pacific Islander	20	148	2103	100	100	99	552	538	515	NA	1	4	NA	2	8	30	33	44	70	64	45
American Indian/Alaskan Native	NC	23	4117	NC	96	96	NC	471	456	NC	17	19	NC	13	27	NC	52	46	NC	17	8
White	94	1453	36122	100	97	99	529	521	501	3	2	5	4	5	10	34	44	50	59	50	35
Students with Disabilities	21	335	10295	100	89	92	482	469	443	14	17	33	19	22	26	48	45	33	19	16	8
Students without Disabilities	115	2174	69852	100	99	100	537	513	488	1	3	7	3	8	16	30	45	51	65	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	NC	15	622	NC	100	97	NC	439	454	NC	33	19	NC	33	30	NC	20	43	NC	13	8
Economically Disadvantaged	11	689	38371	92	96	97	491	475	465	9	11	15	18	20	23	36	52	49	36	17	13
Non-Economically Disadvantaged	125	1820	41776	100	98	100	534	520	498	2	2	6	5	5	11	33	42	49	60	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	136	2503	79686	100	97	98	509	486	470	4	7	11	7	16	24	64	64	57	26	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1183	39163	100	98	99	514	492	475	2	5	9	5	14	22	69	66	60	24	15	10
Male	78	1317	40438	100	97	97	505	480	465	5	8	13	8	18	25	60	62	54	27	11	7
African American	NC	128	4228	NC	93	98	NC	467	458	NC	7	15	NC	28	28	NC	59	53	NC	6	4
Hispanic	17	752	33299	94	98	98	523	459	452	NA	16	17	12	27	32	47	52	47	41	5	3
Asian/Pacific Islander	20	148	2097	100	100	99	516	502	490	NA	2	5	NA	6	13	75	74	68	25	18	14
American Indian/Alaskan Native	NC	23	4087	NC	96	96	NC	445	446	NC	9	16	NC	52	38	NC	39	44	NC	NA	2
White	94	1452	35914	100	97	98	508	500	489	4	2	5	6	10	15	65	70	67	24	18	14
Students with Disabilities	21	330	9808	100	88	87	474	447	432	14	22	35	19	30	32	48	41	30	19	6	3
Students without Disabilities	115	2173	69878	100	99	100	514	491	475	2	4	8	4	14	23	67	68	61	27	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	NC	15	611	NC	100	95	NC	412	439	NC	47	22	NC	33	39	NC	20	37	NC	NA	2
Economically Disadvantaged	11	685	38095	92	96	97	462	452	452	9	17	17	27	31	32	64	50	48	NA	2	3
Non-Economically Disadvantaged	125	1818	41591	100	98	99	513	498	486	3	3	6	5	10	16	64	70	65	28	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	135	2539	80372	100	99	99	510	492	475	1	2	4	10	20	30	84	74	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	1200	39452	100	99	99	520	503	488	2	2	3	2	13	22	88	80	72	9	5	3
Male	77	1336	40836	100	98	98	502	482	464	1	3	6	17	27	37	81	68	56	1	2	1
African American	NC	131	4264	NC	96	99	NC	478	465	NC	2	5	NC	27	35	NC	68	59	NC	2	1
Hispanic	17	763	33608	94	99	99	508	471	462	NA	4	6	12	31	36	88	63	57	NA	1	1
Asian/Pacific Islander	20	148	2098	100	100	99	529	513	500	NA	NA	2	5	10	16	85	84	75	10	6	7
American Indian/Alaskan Native	NC	23	4128	NC	96	97	NC	468	464	NC	4	4	NC	35	39	NC	61	56	NC	NA	1
White	93	1474	36213	100	99	99	511	502	489	1	1	2	11	14	22	84	80	72	4	5	3
Students with Disabilities	21	357	10526	100	95	94	467	455	427	10	5	15	43	50	53	43	45	31	5	1	1
Students without Disabilities	114	2182	69846	99	99	100	516	497	482	NA	2	3	4	15	26	91	79	69	4	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	NC	15	621	NC	100	97	NC	419	452	NC	13	9	NC	53	40	NC	33	51	NC	NA	0
Economically Disadvantaged	11	696	38521	92	97	98	461	465	461	9	4	6	36	38	38	55	57	55	NA	1	1
Non-Economically Disadvantaged	124	1843	41851	100	100	100	514	502	489	1	1	3	8	14	22	86	80	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2492	79306	98	98	99	543	526	504	2	6	13	10	11	20	54	52	49	34	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1246	38845	100	97	99	535	527	505	4	6	11	10	10	20	54	53	50	31	31	18
Male	62	1243	40383	95	98	98	550	525	504	NA	7	14	10	12	19	53	51	47	37	30	19
African American	12	168	4171	100	98	98	540	511	485	8	12	20	8	18	26	42	51	44	42	20	10
Hispanic	12	722	32673	100	98	99	521	502	487	NA	11	18	17	20	25	67	53	46	17	15	10
Asian/Pacific Islander	22	172	2147	100	100	99	568	553	539	5	2	5	5	3	10	50	45	46	41	49	40
American Indian/Alaskan Native	--	29	4034	--	91	97	--	503	479	--	10	22	--	24	29	--	45	43	--	21	7
White	86	1400	36234	97	97	99	539	537	523	1	3	6	10	6	13	55	53	52	34	38	28
Students with Disabilities	24	352	10286	89	88	91	522	476	462	8	27	41	29	28	27	46	38	27	17	8	5
Students without Disabilities	108	2140	69020	100	99	100	546	533	510	1	3	9	6	8	18	56	54	52	38	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	NC	673	37437	NC	97	97	NC	499	486	NC	12	19	NC	22	26	NC	53	46	NC	13	9
Non-Economically Disadvantaged	123	1819	41869	98	98	100	543	536	521	2	4	7	11	7	14	54	52	51	34	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2499	79000	98	98	98	518	504	489	4	6	10	11	16	24	67	65	58	19	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1252	38774	100	98	99	518	510	494	4	4	7	10	13	22	70	68	61	16	15	10
Male	62	1244	40150	95	98	98	518	498	485	3	7	12	11	19	25	63	62	55	23	12	8
African American	12	170	4153	100	99	98	521	495	476	8	6	13	NA	19	30	58	67	53	33	8	4
Hispanic	12	719	32508	100	98	99	510	481	472	8	10	15	8	29	33	67	55	49	17	6	3
Asian/Pacific Islander	22	172	2142	100	100	99	514	517	510	5	3	4	9	9	14	77	72	67	9	16	16
American Indian/Alaskan Native	--	30	4016	--	94	96	--	489	467	--	10	14	--	30	37	--	53	46	--	7	2
White	86	1407	36135	97	98	98	519	516	508	2	3	4	13	10	14	65	69	67	20	17	15
Students with Disabilities	24	358	9991	89	90	88	495	458	449	13	23	33	25	40	36	46	34	29	17	3	2
Students without Disabilities	108	2141	69009	100	99	100	522	511	495	2	3	6	7	13	22	71	70	62	19	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	NC	672	37234	NC	97	97	NC	479	472	NC	11	15	NC	30	33	NC	53	50	NC	6	3
Non-Economically Disadvantaged	123	1827	41766	98	98	99	518	513	505	3	3	5	11	11	16	66	69	65	20	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2528	79611	98	99	99	545	514	496	2	4	7	14	24	37	81	71	56	3	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	1263	39016	100	99	99	554	526	511	3	3	4	9	17	29	84	79	66	4	1	1
Male	62	1262	40519	95	99	98	535	503	482	2	5	10	19	31	44	77	63	46	2	0	0
African American	12	171	4188	100	99	98	556	514	486	NA	4	9	8	20	40	92	76	50	NA	NA	0
Hispanic	12	726	32855	100	99	99	520	491	481	8	7	10	33	37	43	58	55	47	NA	1	0
Asian/Pacific Islander	22	172	2149	100	100	100	553	526	519	5	5	4	14	15	24	73	78	70	9	2	2
American Indian/Alaskan Native	--	32	3992	--	100	96	--	495	478	--	6	10	--	44	46	--	50	44	--	NA	0
White	86	1426	36380	97	99	99	545	525	511	1	2	4	12	19	30	85	78	65	2	1	1
Students with Disabilities	24	387	10664	89	97	94	523	461	440	8	14	23	29	53	54	63	32	22	NA	1	1
Students without Disabilities	108	2141	68947	100	99	100	549	523	504	1	2	4	10	19	34	85	78	61	4	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	NC	679	37626	NC	98	98	NC	489	479	NC	8	10	NC	39	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	123	1849	41985	98	100	100	546	523	511	2	3	4	14	19	30	80	78	65	3	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2387	79327	98	98	98	592	543	518	NA	11	19	4	12	20	40	49	46	56	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1181	38961	97	98	98	597	545	520	NA	9	16	NA	12	20	42	50	48	58	29	16
Male	40	1202	40295	98	97	97	588	541	516	NA	12	21	8	12	19	38	49	44	55	27	16
African American	NC	162	4247	NC	98	98	NC	520	499	NC	13	27	NC	22	24	NC	52	41	NC	13	8
Hispanic	13	687	32327	100	98	98	578	510	499	NA	22	27	NA	21	25	54	45	41	46	12	8
Asian/Pacific Islander	NC	160	1939	NC	99	99	NC	578	556	NC	1	6	NC	4	10	NC	46	47	NC	49	36
American Indian/Alaskan Native	--	27	4391	--	96	96	--	521	489	--	19	32	--	22	27	--	33	36	--	26	4
White	51	1351	36373	96	97	98	595	558	538	NA	5	10	4	7	14	39	52	52	57	36	25
Students with Disabilities	13	316	9321	93	88	87	553	490	467	NA	35	54	NA	23	22	77	35	21	23	7	3
Students without Disabilities	65	2071	70006	98	99	100	599	550	524	NA	7	14	5	11	19	32	51	49	63	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	NC	637	37097	NC	97	97	NC	504	498	NC	26	27	NC	22	25	NC	43	41	NC	10	7
Non-Economically Disadvantaged	73	1750	42230	99	98	99	594	556	535	NA	5	11	4	9	15	37	52	50	59	35	24

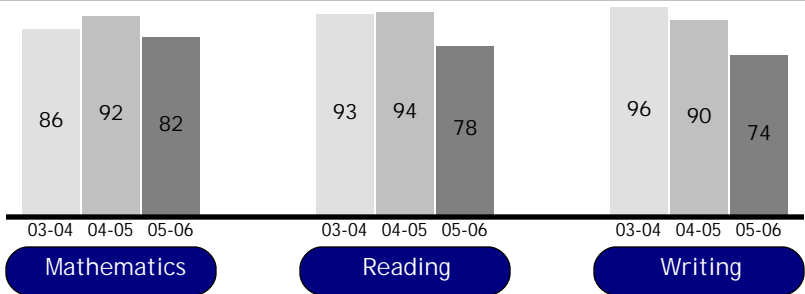
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2389	79501	98	98	98	539	513	497	1	6	10	9	17	25	69	70	60	21	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1180	39062	97	98	99	546	518	502	NA	5	8	5	14	23	71	74	64	24	8	5
Male	40	1205	40368	98	97	98	532	508	491	3	7	13	13	21	27	68	65	57	18	7	3
African American	NC	162	4279	NC	98	99	NC	494	485	NC	9	14	NC	28	30	NC	60	54	NC	2	2
Hispanic	13	684	32389	100	98	98	537	487	478	NA	14	16	NA	30	34	85	53	48	15	3	1
Asian/Pacific Islander	NC	160	1936	NC	99	99	NC	531	519	NC	1	3	NC	9	14	NC	76	73	NC	14	9
American Indian/Alaskan Native	--	27	4401	--	96	96	--	497	473	--	11	17	--	26	40	--	56	43	--	7	1
White	51	1356	36446	96	98	99	544	526	516	2	2	4	8	10	15	65	78	73	25	9	7
Students with Disabilities	13	318	9411	93	88	88	505	469	453	NA	24	36	23	38	36	62	35	26	15	3	1
Students without Disabilities	65	2071	70090	98	99	100	545	519	502	2	3	7	6	14	24	71	75	65	22	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	634	37183	NC	96	97	NC	481	479	NC	17	16	NC	32	34	NC	49	49	NC	2	1
Non-Economically Disadvantaged	73	1755	42318	99	98	99	539	524	513	1	2	5	10	12	17	68	77	70	21	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	2426	80000	98	99	99	609	582	564	NA	2	3	NA	5	11	71	75	75	29	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1192	39288	97	99	99	619	595	579	NA	1	2	NA	3	6	61	70	77	39	26	16
Male	40	1230	40644	98	99	98	599	569	549	NA	3	4	NA	7	15	80	80	74	20	10	7
African American	NC	164	4307	NC	99	99	NC	577	551	NC	1	4	NC	7	13	NC	79	75	NC	14	7
Hispanic	13	694	32672	100	99	99	600	557	548	NA	4	4	NA	11	14	85	76	76	15	9	6
Asian/Pacific Islander	NC	160	1945	NC	99	99	NC	605	592	NC	1	1	NC	1	4	NC	67	69	NC	31	25
American Indian/Alaskan Native	--	27	4424	--	96	97	--	575	549	--	NA	3	--	11	14	--	67	77	--	22	5
White	51	1381	36602	96	100	99	610	593	579	NA	1	2	NA	2	7	67	75	75	33	21	16
Students with Disabilities	13	346	9919	93	96	93	578	533	505	NA	5	9	NA	20	35	92	71	54	8	4	2
Students without Disabilities	65	2080	70081	98	100	100	614	590	571	NA	1	2	NA	3	7	66	76	79	34	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	NC	644	37534	NC	98	98	NC	552	547	NC	4	4	NC	13	15	NC	77	76	NC	7	5
Non-Economically Disadvantaged	73	1782	42466	99	100	100	609	593	578	NA	1	2	NA	3	7	71	74	75	29	22	16

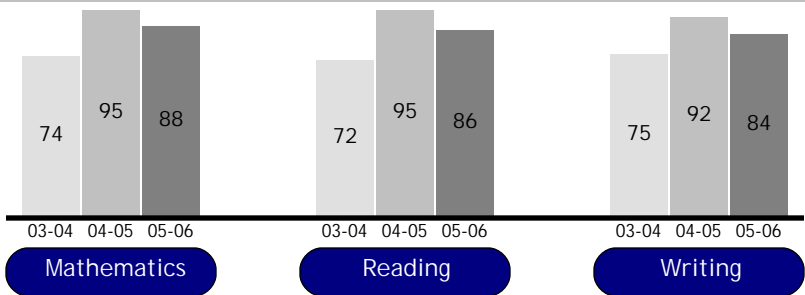
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	77	NA	58	100	55	53	47	100	65	56	46
	Language	93	76	58	50	100	59	52	47	100	68	59	48
	Mathematics	93	83	71	64	100	68	58	50	100	78	65	52
3	Reading	92	77	NA	55	96	68	54	44	98	61	58	46
	Language	92	77	66	61	96	66	52	44	98	56	56	46
	Mathematics	92	80	66	61	96	75	61	51	98	65	63	52
4	Reading	95	83	NA	56	97	64	56	48	96	75	61	52
	Language	95	75	59	52	97	63	56	49	96	76	63	52
	Mathematics	95	84	68	61	96	67	62	53	96	84	72	58
5	Reading	91	76	NA	55	99	70	57	50	93	73	65	56
	Language	92	74	56	49	99	71	58	50	93	75	63	54
	Mathematics	90	85	69	63	99	72	58	49	93	75	65	52
6	Reading	96	70	NA	56	99	66	60	51	95	80	67	56
	Language	96	67	57	48	99	62	55	47	95	78	59	50
	Mathematics	96	80	74	66	99	66	63	52	95	89	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 0 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Schoolwide Programs
- Ü School Academic Goals
- Ü Safety Issues
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	44.00
Other Professional Staff	3.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	8	7	0	0
7 to 9 years	5	14	0	0
10 or more years	8	7	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	37
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Media Center (2 Computer Labs)
- Ü Gymnasium

Extracurricular Activities

- Ü Battle of the Books Club
- Ü Newspaper Club
- Ü Running Club
- Ü Cheerleading and Basketball Teams
- Ü Student Council
- Ü Tutoring
- Ü Leadership Academy
- Ü Climbing Club

Social Services

- Ü After School Day Care
- Ü Recreational Activities
- Ü Health Services
- Ü DARE

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü 2004-05 AIMS/DPA Achievement school-wide test results indicated that all grade levels were above district and state averages.

ü Tarwater test results met the 'No Child Left Behind' annual yearly progress goals for student achievement. This means that students exceeded national performance and progress in academic growth in a one-year instructional period.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

At Tarwater Elementary, students are taught the principles of character education. They are our Toro Targets: Respect, Responsibility, Integrity, Courage and Compassion. The targets are taught in our curriculum and our student recognition programs.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

10

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Jeff Hensley	(480) 883-4300
Transportation Policy	Sterling Skouson	(480) 812-7000
Community Resources	Terry Locke	(480) 812-7000
School Nutrition Programs	Cathy Perez	(480) 883-4304
Parent Organization	Jennifer Freeland	(480) 883-4381
Student Health/Nurse	Cheryl Allen	(480) 883-4302

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.